



## JAMES J DAVIS ELEMENTARY

364 Kean Neck Road  
Seabrook, SC 29940

**GRADES** PK-5 Elementary School

**ENROLLMENT** 293 Students

**PRINCIPAL** Larkin Hancock 843-466-3600

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	10	57	48	4

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

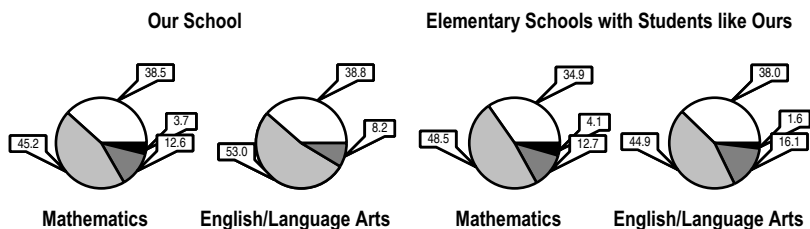
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




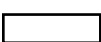
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	30	41	36
Percent satisfied with learning environment	82.1%	92.5%	94.4%
Percent satisfied with social and physical environment	96.4%	90.2%	88.6%
Percent satisfied with home-school relations	46.7%	92.5%	88.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	142	99.3	38.8	53.0	8.2	N/A	8.2	17.6
Gender								
Male	70	98.6	42.4	53.0	4.5	N/A	4.5	17.6
Female	72	100.0	35.3	52.9	11.8	N/A	11.8	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	140	99.3	37.9	53.8	8.3	N/A	8.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	129	100.0	34.4	56.6	9.0	N/A	9.0	17.6
Disabled	13	92.3	83.3	16.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	142	99.3	38.8	53.0	8.2	N/A	8.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	142	99.3	38.8	53.0	8.2	N/A	8.2	17.6
Socio-Economic Status								
Subsidized meals	125	99.2	42.0	51.3	6.7	N/A	6.7	17.6
Full-pay meals	17	100.0	13.3	66.7	20.0	N/A	20.0	17.6

Mathematics								
All students	142	100.0	38.5	45.2	12.6	3.7	16.3	15.5
Gender								
Male	70	100.0	43.3	40.3	13.4	3.0	16.4	15.5
Female	72	100.0	33.8	50.0	11.8	4.4	16.2	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	140	100.0	37.6	45.9	12.8	3.8	16.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	129	100.0	34.4	47.5	13.9	4.1	18.0	15.5
Disabled	13	100.0	76.9	23.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	142	100.0	38.5	45.2	12.6	3.7	16.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	142	100.0	38.5	45.2	12.6	3.7	16.3	15.5
Socio-Economic Status								
Subsidized meals	125	100.0	41.7	42.5	11.7	4.2	15.8	15.5
Full-pay meals	17	100.0	13.3	66.7	20.0	N/A	20.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	36	N/A	36.1	38.9	25.0	N/A	25.0
	Grade 4	43	N/A	11.6	51.2	37.2	N/A	37.2
	Grade 5	52	N/A	45.1	45.1	9.8	N/A	9.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	26.4	60.4	13.2	N/A	13.2
	Grade 4	37	97.3	50.0	47.2	2.8	N/A	2.8
	Grade 5	47	100.0	44.4	48.9	6.7	N/A	6.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	36	N/A	44.4	47.2	5.6	2.8	8.3
	Grade 4	43	N/A	32.6	41.9	14.0	11.6	25.6
	Grade 5	52	N/A	52.9	27.5	7.8	11.8	19.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	37.7	47.2	13.2	1.9	15.1
	Grade 4	37	100.0	32.4	54.1	13.5	N/A	13.5
	Grade 5	47	100.0	44.4	35.6	11.1	8.9	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 293)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.2%	Down from 1.4%	2.8%	2.4%
Attendance rate	97.3%	Up from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.5%	Down from 14.8%	5.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.8%	Down from 5.4%	7.8%	8.0%
Older than usual for grade	0.7%	N/A	2.7%	1.1%
Suspended or expelled	0.0%	Down from 3.8%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	55.6%	Up from 53.1%	46.2%	50.0%
Continuing contract teachers	85.2%	Up from 84.4%	78.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.4%	Down from 82.5%	79.8%	86.2%
Teacher attendance rate	94.4%	Down from 95.8%	95.0%	95.3%
Average teacher salary	\$42,637	Up 5.7%	\$38,063	\$39,909
Prof. development days/teacher	18.1 days	Up from 14.9 days	13.5 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	N/R	N/R	17.0 to 1	18.9 to 1
Prime instructional time	88.2%	Up from 87.7%	88.5%	89.7%
Dollars spent per pupil*	\$10,394	Up 33.0%	\$6,725	\$5,892
Percent spent on teacher salaries*	56.9%	Down from 62.5%	63.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been an outstanding year at James J. Davis Elementary. Our students have continued to achieve academic gains across all grade levels. The Career Academy officially opened this year with a ribbon-cutting ceremony that was well-supported by district officials, staff, students, and the community members.

The Career Awareness and Entrepreneurship Academy Curriculum integrates thematic units which provide exploration and enrichment of careers to our students.

Our staff has been instrumental in implementing positive change throughout the school. Several unique programs have been put in place to ensure students' success. Some of the programs that define our school are: Reading Recovery, Mentoring Program, James J. Davis Morning Broadcast/Technology Cadets, School Post Office, Reach Back and Read Program, and Retirees as Reading Partners. Strategies of Creative Curriculum were implemented in grades pre-kindergarten and kindergarten, while grades 1-5 utilized a strong emphasis on literacy strategies. Our students are encouraged to participate in leadership activities such as Student Council, Character Club, Peer Mediators groups, and School Safety Patrol. EduTest (an ongoing computer driven assessment program), Accelerated Reader Program, Star Reading/Math, and CCC are strongly utilized.

This school year will be the sixth year for the PACT. Standardized test scores are used to measure student achievement and are evidence of the school's success. PACT is administered to grades 3-5 in the spring of each year. This year the Terra Nova was administered to fourth and fifth graders to provide additional diagnostic data on each child's strengths and challenges. Parents are called to school for conferences and the students' test results are discussed and analyzed.

The community is committed to Davis and has been a viable and integral resource for our students. This year, at our Volunteer Awards Banquet, we proudly recognized over 128 volunteers who had graciously given of their time and talents to our students.

My primary goal is based on three measures of success: Student growth, student learning, and student achievement by providing a positive, supportive, stimulating, and progressive environment that envelops every facet of the school.

Larkin Hancock, Jr., Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.